Curriculum Content Map

Subject: Year 8 P & E

Term 1

Month	September	October	November	December
Units of Work				
National Curriculum area – KS3	Revisit Continuum of Faith and where students belief lie now. Beds LAS 3.8 It's my life: what should I do with it? Questions of meaning and commitment.	Beds LAS 3.4What happens when we die? What difference does it make if you believe in life after death? Beds LAS 3.7 Why are people good and bad (fall)	Beds LAS 3.4What happens when we die? What difference does it make if you believe in life after death? Beds LAS 3.7 Why are people good and bad (fall)	Beds LAS 3.5 What do people believe about God and the Universe (Science and religion)
Cultural Transmission – Substantive Knowledge – *The What!*	Make sense of belief: investigate and explain a range of beliefs/views about the nature of good and evil;develop understanding of a range of ideas about the meaning of life, weighing up evidence, arguments and reasoning Understand the impact: compare and evaluate the impact of a religious and secular stance on ways of living; engage critically and personally with the impact of philosophical ideas about meaning, purpose and value in life	Make sense of belief: explain the key beliefs about life after death in at least two traditions; explain how and why Christians interpret biblical sources about life after death differently (e.g. Protestant/Catholic) Understand the impact:show how religious and non-religious beliefs about life after death affect the way people live, including how death is marked and give reasons and examples to explain why people have different views on the idea of life after death Make sense of belief:explain how the idea of 'the Fall' is found in the text of Genesis 3, and that this is a significant part of the 'salvation narrative' of the Bible;explain the nature of the texts in Genesis 1, 2 and 3; give at least two examples of how they have been interpreted differently by Christians and explain why; give reasons and arguments for why most Christians view humans as 'fallen', using examples Understand the impact:explain the impact of Genesis 3 and how belief in the Fall has affected the treatment of women and show how Christians have responded to the idea of being 'fallen', in the Church community and personal living, for example, through confession, forgiveness, and seeking a holy life	Make sense of belief: explain the key beliefs about life after death in at least two traditions; explain how and why Christians interpret biblical sources about life after death differently (e.g. Protestant/Catholic) Understand the impact:show how religious and non-religious beliefs about life after death affect the way people live, including how death is marked and give reasons and examples to explain why people have different views on the idea of life after death Make sense of belief:explain how the idea of 'the Fall' is found in the text of Genesis 3, and that this is a significant part of the 'salvation narrative' of the Bible;explain the nature of the texts in Genesis 1, 2 and 3; give at least two examples of how they have been interpreted differently by Christians and explain why; give reasons and arguments for why most Christians view humans as 'fallen', using examples Understand the impact:explain the impact of Genesis 3 and how belief in the Fall has affected the treatment of women and show how Christians have responded to the idea of being 'fallen', in the Church community and personal living, for example, through confession, forgiveness, and seeking a holy life	Make sense of belief: use religious vocabulary and concepts to explain religious and atheist ideas about origins, evolution and creation in detail and depth;develop reasoned arguments using evidence and sources to explain why different answers to questions of origins are given by intelligent people Understand the impact: consider and explain the impact of beliefs about creation, evolution and similar concepts on how people find meaning in their lives and consider and evaluate arguments about whether science and religion are compatible or incompatible, giving reasons for their own views
Cultural Transmission – Disciplinary knowledge – *The How!*	Make connections: use diverse religious vocabulary and concepts to ask good questions of my own about how atheists, Christians and members of another religion and explain the meaning of life giving reasoned arguments about the principles, beliefs, ideas and teachings which I use to guide my own life	Make connections: offer a coherent account of the impact of beliefs about life after death, comparing two views (e.g. one religious and one non-religious; or contrasting religious views, within or between faith traditions)and evaluate how far different ideas about life after death help students to make sense of the world, offering reasons and justifications for their response. Make connections:give a coherent account of how being 'fallen' has influenced how people live and behave and evaluate personally and impersonally how far this helps to make sense of the world 1) Artwork- Damien Hirst-Butterflies and The garden of earthly delights -Bosch 2)Articles of NDE- what could they mean? 3) Christianity-The Fall-genesis, Artwrok-The Garden of Eden -Peter Paul Rubens, John 11:25-26, Peter 1:3, Corinthians 15:51–56, Music- I will rise-Chris Tomlin and Nicene Creed 4) Islam - Akhirah, Qur'an 56.60–61;Qur'an 23.99–100, Qur'an 35.18; Qur'an 32.17 5) Buddhism- Plato' dialogues, Lotus flower, https://www.nationalgeographic.org/encyclopedia/buddhism/ 6) Sikhism: https://www.sikhiwiki.org/index.php/Soul 7) Humanism: The British Humanist Association	Make connections: offer a coherent account of the impact of beliefs about life after death, comparing two views (e.g. one religious and one non-religious; or contrasting religious views, within or between faith traditions)and evaluate how far different ideas about life after death help students to make sense of the world, offering reasons and justifications for their response. Make connections:give a coherent account of how being 'fallen' has influenced how people live and behave and evaluate personally and impersonally how far this helps to make sense of the world	Make connections: express insightful arguments of their own about questions of origins, science and religion;engage critically and personally with arguments and evidence for different views about creation, evolution and the meaning of human life and evaluate the impact of two or more different views about creation and science on how we live our lives 1) Dawkins-The God dillusion 2) Artwork- Nietzsche-God is dead 3) Video-Dawkins-Against design 4) Swinburne- Fine-tuning argument https://www.youtube.com/watch?v=y52I3aNbMYg 5) Genesis-narratives of creation 6) Payley-Teleological argument 7) Aristotle/Al Ghazali-Cosmological argument
Cultural Transmission – Sequencing (Flow) – *Retrieval & Extension*	This unit builds upon learners prior learning at both KS2 and year 7. Specifically, conceptions of what Religious Studies is, how we should study it and why? Key religious and non-religious foundational beliefs, practices and how these impact on society This unit builds future study for KS4 learning, as learners will practice key skills of analysis, interpretations, defining and evaluations.	This unit builds upon learners prior learning at both KS2 and year 7. Specifically, conceptions of what Religious Studies is, how we should study it and why? Key religious and non-religious foundational beliefs, practices and how these impact on society This unit builds future study for KS4 learning, as learners will practice key skills of analysis, interpretations, defining and evaluations.	This unit of study builds upon learners prior learning at both KS2 and introduction to Religion 1. Specifically by enhancing learners skills to consider a topic and to unpick its meanings/varying interpretations, why/how it is relevant/significant and the impact it has on the wider world. This unity builds future study for KS4 4 as it enables learners to develop the skill of explaining/describing and evaluating, so as to formulate their own reasoned judgements. In this unit, students will plan, prepare and deliver an independent presentation on their chosen inspirational person.	This unit of study builds upon learners prior learning at both KS2 and introduction to Religion 1. Specifically by enhancing learners skills to consider a topic and to unpick its meanings/varying interpretations, why/how it is relevant/significant and the impact it has on the wider world. This unity builds future study for KS4 4 as it enables learners to develop the skill of explaining/describing and evaluating, so as to formulate their own reasoned judgements. In this unit, students will plan, prepare and deliver an independent presentation on their chosen inspirational person.
Cultural Transmission – Summative Assessment	AP1	AP1	AP1	AP1
Personal Empowerment – Virtue – *The opportunity to reflect, think deeply and critically about an issue.*	Friendliness & Civility	Justice & Truthfulness	Courage	Generosity
Personal Empowerment – Link to Virtue	This unit embeds friendliness and civility as all students are required to respect one another's thoughts about varying religious and non-religious views.		This unit embeds the virtue of courage as learners will be exposed to and study religious and non-religious inspirational people who have famously demonstrated courage. Therefore, learners are able to learn how to be a courageous person from such people.	
Preparation for Work – Skill – *Transferable skill*	Listening	Leadership	Problem-Solving	Creativity
Preparation for Work – Link to Skill	This unit will ensure that all learners use the skill of listening as they have to take other view points on board.		This unit will enable learners to problem solve by evaluating and assessing which inspirational individuals should/should not be appreciated and followed.	
Preparation for Citizenship – SMSC & British Values – *Developing opinions on curent issues*	This unit embeds key British values, such as freedom of speech and living in a democratic society, and learners are exposed to the freedom of sharing their views/opinions whilst also listening and respecting others.	This unit embeds key British values, such as freedom of speech and living in a democratic society, and learners are exposed to the freedom of sharing their views/opinions whilst also listening and respecting others.	This unit embeds key British values, such as freedom of speech and living in a democratic society, and learners are exposed to the freedom of sharing their views/opinions whilst also listening and respecting others.	This unit embeds key British values, such as freedom of speech and living in a democratic society, and learners are exposed to the freedom of sharing their views/opinions whilst also listening and respecting others.
Preparation for Citizenship – Link to SMSC & British Values				

Term 2

Month	January	February half term 1	February half term 2	March
Units of Work				
National Curriculum area – KS3	Beds LAS 3.11 Why is there suffering in the world? Are there any good solutions? (Christians, muslims, hindus,non-religious views)	Christianity Beds LAS 3.18 What does it mean for Christians to believe in God as the Trinity?	Christianity Beds LAS 3.18 What does it mean for Christians to believe in God as the Trinity?	Christianity Beds LAS 3.18 What does it mean for Christians to believe in God as the Trinity?
Cultural Transmission – Substantive Knowledge – *The What!*	Make sense of belief:compare and explain two religious views of why humans suffer;explain at least two solutions to suffering offered by religious traditions Understand the impact:show how some religious and non-religious beliefs and teachings affect how people respond to suffering ;give reasons and examples to explain why people respond tosuffering in different ways (e.g.reject God; seek to heal the world)	Make sense of belief:explain what Christians mean by talking about God as Father, Son and Holy Spirit, using evidence from at least three Bible texts; show understanding of different types of text that talk about God as 'Father, Son and Holy Spirit', and how these can be read (narrative, prayer, letter, and so on); make links between the concept of Trinity and the roles and actions of God through the 'big story' of the Bible Understand the impact:give examples of how the Christian community responds to the idea of God as Trinity, for example, in expressing ideas about God through art, symbols,etc., in churches	Make sense of belief:explain what Christians mean by talking about God as Father, Son and Holy Spirit, using evidence from at least three Bible texts; show understanding of different types of text that talk about God as 'Father, Son and Holy Spirit', and how these can be read (narrative, prayer, letter, and so on); make links between the concept of Trinity and the roles and actions of God through the 'big story' of the Bible Understand the impact:give examples of how the Christian community responds to the idea of God as Trinity, for example, in expressing ideas about God through art, symbols,etc., in churches	Make sense of belief:explain what Christians mean by talking about God as Father, Son and Holy Spirit, using evidence from at least three Bible texts; show understanding of different types of text that talk about God as 'Father, Son and Holy Spirit', and how these can be read (narrative, prayer, letter, and so on); make links between the concept of Trinity and the roles and actions of God through the 'big story' of the Bible Understand the impact:give examples of how the Christian community responds to the idea of God as Trinity, for example, in expressing ideas about God through art, symbols,etc., in churches
Cultural Transmission – Disciplinary knowledge – *The How!*	Make connections: Offer a coherent account of the causes of suffering and the solutions offered by at least one religious tradition;evaluate how far it is the case that religions exists to help humans cope with suffering, fear and despair, offerin reasons and justifications for their responses 1) Story of Job- Job 38:2–11 2) Fall' in Genesis 3- Orginal sin 3) Proverbs 10:1 and 22:1 4)Matthew 25:31–46 5) Logical and evidential problem of evil 6) Buddhism: 1st and 2nd noble truths, the wheel of life 7) Humanism-Stephen Law- The evil God hypothesis	Make connections:evaluate their learning and express a view, giving a coherent account and offering reasons for their responses. Why do Christians worship God as Trinity, and what difference does belief in God as Trinity make to them? 1) Psalm 104:5–14, Romans 5:6–8, and God the Spirit: Galatians 5:22–2, the Apostles' Creed 2) Artwork- Masaccio, Holy Trinity, Christ Crucified by Velázquez, The Disputation Over the Most Holy Sacrament by Raphael	Make connections:evaluate their learning and express a view, giving a coherent account and offering reasons for their responses. Why do Christians worship God as Trinity, and what difference does belief in God as Trinity make to them?	Make connections:evaluate their learning and express a view, giving a coherent account and offering reasons for their responses. Why do Christians worship God as Trinity, and what difference does belief in God as Trinity make to them?
Cultural Transmission – Sequencing (Flow) – *Retrieval & Extension*	This unit of study builds upon learners prior learning at KS2, by enhancing skills of unpacking/interpreting concepts, describing and analysing. This unit builds future study for KS4 as it prepares learners for higher reasoning/analysis/reasoning skills.	This unit of study builds upon learners prior learning at KS2, by enhancing skills of unpacking/interpreting concepts, describing and analysing. This unit builds future study for KS4 as it prepares learners for higher reasoning/analysis/reasoning skills.	Students will retrieve knowledge from KS2 regarding key religious and non-religious beliefs/values and practices and also key skills- Describing, exampling, interpreting, understanding and reaching reasoned conclusions/judgements. By the end of this unit, students will be able to understand why individuals/communities may find life hard and how religious and non-religious individuals and communities decide how to overcome/manage this.	Students will retrieve knowledge from KS2 regarding key religious and non-religious beliefs/values and practices and also key skills- Describing, exampling, interpreting, understanding and reaching reasoned conclusions/judgements. By the end of this unit, students will be able to understand why individuals/communities may find life hard and how religious and non-religious individuals and communities decide how to overcome/manage this.
Cultural Transmission – Summative Assessment	AP2	AP2	AP2	AP2
Personal Empowerment – Virtue – *The opportunity to reflect, think deeply and critically about an issue.*	Gratitude	Good Speech	Good Speech	Good Temper & Humour
Personal Empowerment – Link to Virtue	This unit embeds the virtue of gratitude as learners will realise how there are always people in the world worse off than themselves by studying individuals and communities who are experiencing how hard life is.			This unit embeds the virtue of good temper and humour as students will be dealing with varying views and opinions portrayed in art, so they will need to remain well tempered and have a sense of humour when dealing with these.
Preparation for Work – Skill – *Transferable skill*	Staying positive	Speaking	Speaking	Staing Positive
Preparation for Work – Link to Skill	This unit will enable learners to stay positive, by realising the good things they have in life, by comparting it to those who are less fortunate.			This unit will enable learners to stay positive when varying forms of art deal with sensitive topics.
Preparation for Citizenship – SMSC & British Values – *Developing opinions on curent issues*	This unit embeds key British values, such as freedom of speech and living in a democratic society, and learners are exposed to the freedom of sharing their views/opinions whilst also listening and respecting others.	This unit embeds key British values, such as freedom of speech and living in a democratic society, and learners are exposed to the freedom of sharing their views/opinions whilst also listening and respecting others.	This unit embeds key British values, such as freedom of speech and living in a democratic society, and learners are exposed to the freedom of sharing their views/opinions whilst also listening and respecting others.	This unit embeds key British values, such as freedom of speech and living in a democratic society, and learners are exposed to the freedom of sharing their views/opinions whilst also listening and respecting others.
Preparation for Citizenship – Link to SMSC & British Values				

Term 3

Month	April	May	June	July
Units of Work				
National Curriculum area – KS3	Beds LAS 3.6 Should Christians be greener than everyone else? (Creation)	Beds LAS 3.6 Should Christians be greener than everyone else? (Creation)	Beds LAS 3.13 What makes a person inspirational to others? Beds LAS 3.10 Do prophets still influence us today? (people of God)	Beds LAS 3.13 What makes a person inspirational to others? Beds LAS 3.10 Do prophets still influence us today? (people of God)
Cultural Transmission – Substantive Knowledge – *The What!*	Make sense of belief:explain the type and purpose of the Genesis creation texts, and their place in the overall Bible narrative;explain the concepts of creation and stewardship in Christianity;explain what Genesis 1 and 2 tell Christians about the nature of humans, their capacities and responsibilities Understand the impact:give some examples of how Christians have responded to the idea of stewardship, as a community and individually show how Christians have used Genesis 1 and 2 to guide how they treat the environment 1) Passages from Genesis 1 (Differing interpretations) 2) Passages from Genesis 2 (In historical context) 3) Brennan R. Hill, Christian Faith and the Environment: Making Vital Connections (Maryknoll: Orbis, 1998), p. 38 4)https://www.youtube.com/watch?v=m4eqAtJi-aE 5) The Evangelical Environmental Network 6) Peter 4:10-11 7) The parable of the talents (Mathew 25: 14-30) 8)https://science.howstuffworks.com/environmental/green-science/save-earth-top-ten.htm 9)Videos/articles-Greta Thunberg	Make sense of belief:explain the type and purpose of the Genesis creation texts, and their place in the overall Bible narrative;explain the concepts of creation and stewardship in Christianity;explain what Genesis 1 and 2 tell Christians about the nature of humans, their capacities and responsibilities Understand the impact:give some examples of how Christians have responded to the idea of stewardship, as a community and individually show how Christians have used Genesis 1 and 2 to guide how they treat the environment	Make sense of belief:use religious text, vocabulary and concepts to explain the impact of a selected inspirational leader; raise and research questions about the power of religious and spiritual ideals to effect social change;give reasoned arguments which justify or question the work of a selected inspirational figure in relation to social and political issues Understand the impact:show how some religious beliefs and teachings affect the life and influence of an inspirational leader; give reasons and examples to explain the concept of inspirational leadership, communicating ideas effectively Make sense of belief: explain the place and role of the prophets in the Bible, including the 'big story' salvation narrative of the Bible;explain the messages Isaiah and Amos transmitted Understand the impact;discuss what a modern-day prophet would do and say, with examples, evidence and argument 1) Presentations of famous non-religious inspirational individuals Isaac Newton, Dalai Lama, Einstein, Aristotle, Martin Luther King 2) Inspirational leaders/prophets in religions- Jesus, Marc Chagall, Elie Wiesel (Jewish people), Malala Yousafzai and Dr Hany El Banna (Muslims), Sister Teresa Forcades and Krishna (Hindus) 4) Artwork: Krishna Spring in Kulu Nicholas-Roerich	Make sense of belief:use religious text, vocabulary and concepts to explain the impact of a selected inspirational leader; raise and research questions about the power of religious and spiritual ideals to effect social change;give reasoned arguments which justify or question the work of a selected inspirational figure in relation to social and political issues Understand the impact:show how some religious beliefs and teachings affect the life and influence of an inspirational leader; give reasons and examples to explain the concept of inspirational leadership, communicating ideas effectively Make sense of belief: explain the place and role of the prophets in the Bible, including the 'big story' salvation narrative of the Bible;explain the messages Isaiah and Amos transmitted Understand the impact;discuss what a modern-day prophet would do and say, with examples, evidence and argument
Cultural Transmission – Disciplinary knowledge – *The How!*	Make connections:Offer a justified response to the question of whether Christians should be better stewards than everyone else (e.g. non-religious people or members of another faith) and respond to the challenge of caring for the planet, in the light of their learning, offering reasons and arguments for their responses.	Make connections:Offer a justified response to the question of whether Christians should be better stewards than everyone else (e.g. non-religious people or members of another faith) and respond to the challenge of caring for the planet, in the light of their learning, offering reasons and arguments for their responses.	Make connections:Offer a coherent account and personal evaluation of the impact of the leader they chose on the modern world, using evidence and examples and evaluate how far it is the case that religions provide a context for inspirational leaders to flourish. Make connections: Offer a view as to how far Isaiah and Amos's messages are valuable today and offer a view as to whether the modern world needs prophets, who they might be, and how students themselves might respond to them	Make connections:Offer a coherent account and personal evaluation of the impact of the leader they chose on the modern world, using evidence and examples and evaluate how far it is the case that religions provide a context for inspirational leaders to flourish. Make connections: Offer a view as to how far Isaiah and Amos's messages are valuable today and offer a view as to whether the modern world needs prophets, who they might be, and how students themselves might respond to them
Cultural Transmission – Sequencing (Flow) – *Retrieval & Extension*	This unit of study builds upon learners prior learning at KS2- The teachings of a variety of prophets in varying Religions and their conception of the purpose/meaning of life. This unit builds future study for KS4 as it equips them with essential skills so as to understand challenging religious and non-religious conceptions about the meaning/purpose of life that they will study in more depth.	This unit of study builds upon learners prior learning at KS2- The teachings of a variety of prophets in varying Religions and their conception of the purpose/meaning of life. This unit builds future study for KS4 as it equips them with essential skills so as to understand challenging religious and non-religious conceptions about the meaning/purpose of life that they will study in more depth.	This unit of study builds upon learners prior learning at KS2- The teachings of a variety of prophets in varying Religions and their conception of the purpose/meaning of life. This unit builds future study for KS4 as it equips them with essential skills so as to understand challenging religious and non-religious conceptions about the meaning/purpose of life that they will study in more depth.	This unit of study builds upon learners prior learning at KS2- when they studied different religious festivals and why families attend them. This unit builds future study for KS4 when studying families and relationships for religious and non-religious people.
Cultural Transmission – Summative Assessment	AP3	AP3	AP3	AP3
Personal Empowerment – Virtue – *The opportunity to reflect, think deeply and critically about an issue.*	Self-Mastery	Self-Mastery	Compassion	Good Sense
Personal Empowerment – Link to Virtue	This unit embeds the virtue of self-mastery as learners will have to take responsibility for learning a variety of views and beliefs.	This unit embeds the virtue of self-mastery as learners will have to take responsibility for learning a variety of views and beliefs.		This unit embeds the virtue of 'good-sense' as learners will create their own reasoned viewpoints about relationships within society.
Preparation for Work – Skill – *Transferable skill*	Aiming High	Aiming High	Speaking	Teamwork
Preparation for Work – Link to Skill	This unit of study will enable learners to 'aim high' as they will have to formulate their own personal and justified arguments about the purpose/meaning of life.	This unit of study will enable learners to 'aim high' as they will have to formulate their own personal and justified arguments about the purpose/meaning of life.		This unit of study will ensure continuous team work, as learners will work both individually but also within a team.
Preparation for Citizenship – SMSC & British Values – *Developing opinions on curent issues*	This unit embeds key British values, such as freedom of speech and living in a democratic society, and learners are exposed to the freedom of sharing their views/opinions whilst also listening and respecting others.	This unit embeds key British values, such as freedom of speech and living in a democratic society, and learners are exposed to the freedom of sharing their views/opinions whilst also listening and respecting others.	This unit embeds key British values, such as freedom of speech and living in a democratic society, and learners are exposed to the freedom of sharing their views/opinions whilst also listening and respecting others.	This unit embeds key British values, such as freedom of speech and living in a democratic society, and learners are exposed to the freedom of sharing their views/opinions whilst also listening and respecting others.
Preparation for Citizenship – Link to SMSC & British Values				